



Why Use Publisher in the Writing Process?

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THE WRITING PROCESS



Writing is a significant part of literacy programs throughout the elementary school years. These years are critical periods where students gain skills for writing in many different forms such as fiction and nonfiction stories, personal narratives, poetry, etc. Many

students learn how to write by following the writing process. This process allows students to follow several steps to complete their writings. These steps include: prewriting, writing, revising, editing, and publishing. Each step allows students to expand and refine on their ideas as they write. There are opportunities within each step for students to reflect on their writings through peer conferencing, one-on-one discussions with the teacher, buddy editing, etc. The writing process was carefully constructed so that students are involved in meaningful activities as they complete their writings. There are many minilessons students can participate in to better understand aspects of the writing process. Students can also work collaboratively on

writings with other students and the teacher to expand ideas, get constructive feedback, and learn about different perspectives when writing. With the addition of the Internet to the writing process, many students will become more motivated to write and teachers will be acknowledging and utilizing an additional tool for writing today and in the future. A significant aspect of the writing process is constant feedback, conferring, and sharing of writings with others. Students are able to conference with other students or the teacher to guide thinking as they revise and edit their writings. The Internet provides another way for students to work collaboratively with other students in writing. Collaborative projects allow students around the world to connect with one another and work on projects together. The classrooms could view and respond to each other's writings (Strangman, 2001).



SHOW OFF THE WRITING

Classrooms can also advertise their projects on these sites by writing project descriptions when they are seeking collaborating classrooms. Some of these sites include: Global SchoolNet's Internet Project Registry (<http://www.gsn.org/GSH/pr/>), Classroom Connect's Teacher Contact Database (<http://corporate.classroom.com/>), The Global School House (<http://www.globalschoolnet.org/index.cfm>), and Intercultural E-mail Classroom Connections (<http://www.friends-partners.org/CCSI/>

penpals/iecc.htm) (Leu & Leu, 1999). As stated in *Web Watch: Writing Resources* by Denise Johnson (2002), "Reading and responding to the comments of others compels us to think and to form and articulate ideas in a meaningful way; it urges us to compare our thoughts with those of others and to examine our own understandings and interpretations." This awareness

of different perspectives helps guide students into thinking about their audience when writing. Who are they writing for?

AND THE AWARD GOES TO.....

Publishing is the final step in the writing process and is a significant motivator for students.

"There is nothing like looking at a kid's eyes when they first see their work come up on a computer. It's like magic!" (Strangman, 2001) The benefits of this expansion of audience are numerous. Not only can family and friends far away see students' writing accomplishments, anyone around the world can take a look.

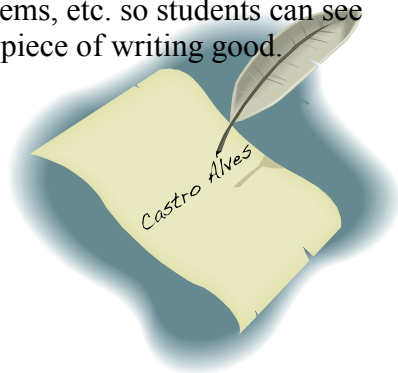
"The reason one writes isn't the fact he wants to say something. He writes because he has something to say."

F. Scott Fitzgerald

These are outstanding models of how students work can be published:

<http://www.kidpub.com/> —

provides students with opportunities to see their writing published on the Internet. The process for getting works published is easy as directions are clear and concise. Writings are published within 3 days of submission. Another neat component of this site is called Kid Pub Publisher's Picks link. This feature allows the publisher to write reasons for choosing stories, poems, etc. so students can see what makes a piece of writing good.



[http://](http://www.poetryzone.ndirect.co.uk/index2.htm)

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This poetry site offers students an outlet for publishing their poetry and viewing poetry galleries of other published poems by students. It also provides guidance for teachers when using poetry in the classroom. The Po-

[http://](http://www.bham.wednet.edu/bio/biomaker.htm)

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This site guides students through the process of making their own biographies by using questioning, synthesizing, and storytelling strategies.

<http://www.crayon.net/>

This site is called CRAYON: Create Your Own Newspaper. A step-by-step process is involved to create the newspaper.

[http://](http://www.flatstanleyproject.com/)

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Inspired by the book *Flat Stanley* by Jeff Brown, this website contains information about the project and additional resources that can be used. Using this project in the classroom provides students with another reason to write. Students make paper Flat Stanleys and begin a journal about him for a few days. Then Flat Stanley and the journal are sent to another school where students there treat Flat Stanley as a guest and complete the journal. Flat Stanley

INSPIRE WRITERS

Sites to help inspire writers:

http://lesson-plans-materials.suite101.com/article.cfm/creative_writing_in_the_classroom

<http://ezinearticles.com/?Hands-On-Activities-Inspire-Creative-Writing&id=1427672>

<http://www.creativity-portal.com/howto/writing/writing.prompts.html>

<http://languageisavirus.com/>

<http://www.enchantedlearning.com/essay/writing.shtml>

<http://darkwing.uoregon.edu/~leslieob/pizzaz.html>

<http://tengrrl.com/tens/017.shtml>

<http://abcteach.com/directory/basics/writing/>

<http://www.writingfix.com/>

<http://nadabs.tripod.com/writing/>

<http://nadabs.tripod.com/writing/>

http://www.lessonplansearch.com/Writing/Middle_School_6-8/index.html

<http://www.education.com/activity/middle-school/writing/>